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ABSTRACT

The handbook provides information, ideas, and strategies for developing and utilizing community resources in elementary and secondary school programs. The first section of the document describes six school-community programs in Indiana. Innovations developed in the programs which motivate students to learn about the real world include parental selection of community involvement topics, interaction with retired senior citizens, working on class projects to alter local problems, student-authored community studies, and sponsorship of an international exhibition. The second section describes program planning for school-community involvement, including: (1) assessment of school objectives in using community resources; (2) identification of resources which best suit school needs; (3) techniques for contacting the community; (4) categorizing data as resource persons, field trips, resource materials, community projects, etc; (5) selection and utilization of community resources; (6) evaluation; and (7) recordkeeping. Sample forms, discussion questions, charts, and worksheets are provided for each category. The third section describes 21 representative school-community learning experiences for children. A directory of selected resources in Indiana is provided. (Author/DB)

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the community as a resource: program planning for the elementary school

Project CHILD, ESEA Title III
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and

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Harold Gallagher, Superintendent

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"A curriculum which acknowledges the social responsibilities of education must present situations where problems are relevant to the problems of living together, and where observation and information are calculated to develop social insight and interest."

John Dewey: Democracy and Education

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"For many children the community and the classroom are two different, unrelated worlds. Perhaps these two worlds can become one if the community is used effectively and extensively as a learning laboratory."

Martha Irwin & Wilma Russell: The Community Is the Classroom

introduction

The community, the school--separate entities or one? For many years some schools have functioned as if they were a separate rather than an integral part of the community. Having operated in isolation, a failure to draw upon the many available resources has existed. However, a number of educators have become increasingly aware of the many varied and valuable contributions that the community can make to school programs. Career and environmental educators have long recognized this potential. Based on the notion that education is not just preparation for more education but preparation for life, they have instituted community involvement programs that have strived to make academic activities more relevant to real life experiences. Recognizing this premise, individual teachers have often incorporated community participation into classroom learning situations. All approaches to community involvement are valid if benefits are produced for both the school and the community.

Since each school and community possess characteristics that are unique, patterns of interaction must be developed that reflect their distinct personalities. Teachers, administrators, parents, and other community members share in this responsibility. Together they can create programs which enhance the educational process, maximize positive school-community communications, and provide a vehicle for students to be better apprised of the resources in the world in which they live.

The Community As a Resource: Program Planning for the Elementary School encourages the use of a program planning process and offers procedures which can assist in this endeavor. For the information to be used effectively, it should be adapted to meet local needs.

selected school-community programs in indiana

community envelopment

RUTH SWANK, Teacher
Riverside Elementary School
Ft. Wayne Community Schools

Children are motivated to learn when the subject areas in the classroom are related to the "real world." Educators need to be aware of ways in which children learn best in order for the school curriculum to meet the needs of more children. Children learn by doing. Learning must have a purpose for being. They must be involved and involvement requires knowledge to achieve. The community is a part of the "real world," and children need the experience of relating to it.

Parents assume many roles in the community of which children may, or may not, be aware. Their roles are varied and their contacts many. They are the ideal liaison for bringing school and community together, and the classroom is the natural lab where meaningful exchanges can be made between community and classroom with parents as the contact.

"This Week Belongs To You" is a plan developed to give parents the opportunity to enrich the school's curriculum and produce for them, and their children, the experience of sharing with others.

"This Week Belongs To You" is as follows:

Children who will be entering the room in September and their parents are invited in May to see a slide presentation of past community involvement activities. There is also the opportunity to ask questions, share ideas, and get acquainted.

In September notes are sent to the home asking parents to provide their community involvement topic and to state a first and second choice of their desired week during the school year. Topics may be about their work, interests, and hobbies, or subjects which involve other resource people. The presentation may be in the room, may involve taking the children on a trip, or both. They may also wish to do several things within the week relating to their chosen presentation.

When all information is collected, the children help compile a calendar. Copies of the calendar are available to all parents and children so they are aware of the topic for

each week. This gives them the opportunity to search for information on topics to be presented in the future.

Children take their parent's topic and start planning for their week. With help the children plan lessons and activities which correlate with subjects in the classroom. Each child is responsible for gathering all possible information about their parent's presentation. When their "Week" arrives, they may help the parent with the presentation and present some of the activities.

The parents send information to the teacher about their presentation and ideas they wish to develop with the children. The time and length of the presentation is agreed upon. The parents in charge and the teacher develop a note to send home with all children informing parents of the activity.

Parents arrange for transportation if their presentation is outside the classroom. The transportation arrangement usually consists of a parent driving-exchange program.

The child in charge of the week is responsible for all of the social graces included in the week's program. Introductions of those people involved in the week's program is one responsibility. The writing of thank you notes with signatures of the entire class and class leader is also a regular feature.

Each child pays for any activities which require a fee. This usually does not exceed seven dollars per year for forty to fifty community activities. Many of the parents involve the children at home with tasks which provide them with their money for the year.

Weekly follow-ups are used to evaluate the activities. These may consist of "Class Meetings" in which children form a circle and the class leader for the week directs them in a discussion of the week's activities or an "Ideas Paper" whereby the children write down all of the thoughts gained as the result of the activities. Students may offer suggestions of more projects to do as a continued learning project.

Slides are always taken of each project. These slides are used for the orientation program in May and are also available to the children during the year for viewing.

Results of the program are very rewarding. Children and parents are involved with helping plan their curriculum. The children are motivated because there is a purpose for searching for information. Parents view their presentations with positive attitudes because ideas can be shared with others. Children begin viewing their parents as important people, and their peers' parents now have an identity which children may use to exchange ideas other than just being a child. Many of the parents, co-workers, employers, relatives, and friends become involved with the presentations and children. Children become aware of the range of activities that relate to jobs of their interests and learn about job responsibility.

Parents feel free to come and go in the classroom and even to bring visitors because they have helped develop the atmosphere of the classroom. The program belongs to the child, parent, teacher, and community. It takes all of them to make it work with success. All efforts are worthwhile, and rewards are great--such as seeing the expression on a child's face on Monday when he or she is greeted with "This Week Belongs To You!!"

r.s.v.p. in the elementary school

WILLIAM MORRETT, Principal
Maplewood Elementary School
Fayette County School Corporation

Retired Senior Volunteer Program, R.S.V.P., is one of the many programs of ACTION, created in 1971. The purpose of the program is to provide a recognized role in the community and a meaningful life in retirement for older adults through a significant volunteer service.

In order for senior citizens and elementary age children to interact and learn from one another, both the school and the senior citizens have to accept the premise that it is a good experience and a learning situation for everyone involved. This then encompasses several basic thoughts: children can learn from senior citizens specific skills as well as human relations; senior citizens can learn from children; senior citizens have much to offer to an elementary school; mutual

respect will result from interactions between students and senior citizens from the community.

The best way to recruit volunteers is to have a direct personal approach to the individual through community groups and parents. In Fayette County the volunteers were recruited by the director of the R.S.V.P. Appointments were arranged with the building principal to interview the volunteers. During the interviews the volunteers were told of the particular needs of the children they would be working with and arrangements were made for specific days that the volunteers would be able to come.

The next step in the program was to meet with the individual teachers. Six teachers desired help from volunteers. Teachers then arranged the daily time schedules so that the volunteers' time would dovetail into the regular class day. Volunteer tasks were determined in a staff meeting and are as follows:

1. Provide a one-to-one relationship
2. Aid in building self-confidence and self-concept
3. Help develop reading skills
4. Assist with craft projects (knitting, bird feeders)
5. Help with spelling lessons
6. Aid in vocabulary development through talking and listening
7. Listen to oral reading
8. Help with phonics practice
9. Practice with a group for a play
10. Conduct math reviews
11. Grade math papers
12. Take walks with children on the hillside
13. Assist in the library

The tasks may be divided into two categories: those tasks involving non-children activities, and those involving children-centered activities already mentioned. Under the non-children activities are such tasks as classroom housekeeping, securing materials, keeping A.V. records, typing and duplicating.

It is important to start slowly with school volunteers. Very few are willing to initially commit large segments of time. As soon as a volunteer realizes that he/she is needed and is

performing a worthwhile service, the individual will voluntarily suggest a willingness to give more time to the school. Our Senior Volunteers give at least two days per week to the various tasks that the teachers feel are needed.

The positive benefits of associations between youth and aged are being recognized by gerontologists and youth behavior specialists. The strong ties that existed between grandparents and children of a previous generation can be reinforced through the introduction of an older person into the classroom. This reinforcement is not an artificial one. Observation has proven that when a volunteer becomes a part of the school, both the teachers and children usually desire a closer relationship with the individual than was expected.

Finally, have we found Senior Volunteers in the school a benefit? YES. The many advantages that Senior Volunteers bring to the school and to the student far outweigh any disadvantages. Children look forward to this association with an older person. The volunteers look forward to it. One volunteer in another school district has expressed it this way: "I now have a reason to get up in the morning."

on using community resources

BILL WICKE, Teacher
Central Elementary School
Michigan City Area Schools

In these days when financial resources for educational purposes seem to be drying up, it behooves us to take the crisis by the horns, look at it objectively, and turn back to our public and children which at least in theory we are sworn to serve. The answers are all around us in the form of self help when leadership is provided.

In a capsule, the 55/68 Science Club (55 m.p.h./68 degrees) program is undergirded with the ideas of hard work--that learning can be giving as well as receiving--that children need to feel useful, not used--and that adults need to feel needed and appreciated, not patronized.

The 55/68 program begins with much brainstorming, collective discussion, listing, defining, and grouping, based on the Hilda Taba Technique. Admittedly, only the wild blue yonder is the limit, but when ideas are later sifted by the group in sessions to decide feasibility, an amazingly analytical judgement comes to the fore. Environmental education can in this way be student directed, utilizing the tremendous input of the media about which children are more concerned than we generally imagine. It goes without saying that it is interwoven with and permeates every subject area in a real and human sense.

It is a simple matter to get a listing of what is wrong with our environment on a broad scale, pulling from the young what they have heard, seen, read, or felt. Once listed, then defining and grouping in appropriate spheres of responsibility is necessary to determine the levels at which the problem can effectively be attacked, i.e., local, county, state, federal.

We begin with letter writing and/or petitioning at each level, picking only one issue about which we can develop a common opinion or recommendation. Official response is important, almost always forthcoming, and often most interesting. These, too, can be grouped into: non-committal, condescending, political, mugwump, action oriented, et cetera.

Now we need to turn to the problems which are local in the sense that we can do something positive to alter them. On-site inspection of areas of intended effort and discussion of all aspects are important whether by committee or whole group. A simple map of a park is not enough; the owner or person responsible is very important to the whole scheme of things. Each problem is then brainstormed, listing all the things we might do. Herein lies the road to research and the guts of teaching. If it has been decided that we need to save the mud turtle by building little dams on a creek, what effect will that have on water temperature for other species, bank erosion, muskrat invasion, or a number of other possible effects which will come from the collective mind of the group. The unanswered is most important and is the prime place to insert a resource person such as the local conservation officer. These contacts must be done by a student representative, only confirmed by the sponsor, or clarified and followed up in writing.

Once it is decided what the group wishes to do, the problem

of feasibility must be faced. This has been to us the most difficult part, in that children in their eagerness want to do everything at once. Therefore, realistic time modules must be established in a very material sense. If it has been decided to put birdhouses in the park, how many can we realistically study requirements for, execute drawings of, get materials for, cut, build, and put up? Will we keep a map and records of habitation? Will we maintain them once a year? In a sense then we must begin here including the level behind us so that carry-over or possibilities of extension are developed.

Once a plan of action is developed, commitment is the thing which rests squarely on the back of the leader. It must be discussed: "How will we accomplish these goals IF we get no help?" At this point, 55/68 sloganizes; "YOU DO WHAT YOU GOT TO DO TO GET WHERE YOU WANT TO GO, BUT KEEP IT LEGAL!" And "NO MATTER HOW TOUGH, WE'LL MAKE IT!" The leader must be committed enough to lead the youngsters to completion of a project, even at personal expense if that becomes necessary. The 55/68 program is centered in what is commonly called an inner city setting. There have been enough well laid plans gone awry, empty promises, unfulfilled dreams, and lack of commitment herein to last a generation. Therefore, for credibility sake we cannot afford to fail! Take your time, do it well, or forget it! It is only in this way that youngsters learn commitment and trust. As an example, twenty-six 55/68'ers are involved in activities finishing up commitments this summer which were not finished for various reasons. We are all familiar with getting the lesson plan to fit all the contingencies.

This club publishes an information sheet, "ABOUT 55/68." Correspondence, memorandums, orders, checks, receipts, are all countersigned by student officers. Student members go with the leader to see people. Many of the small group meetings with community resources are at a restaurant over a coke and hamburger. In this way, students feel important and are not closed out of the adult world. Sometimes the adults are as scared as the children. Therefore, the leader is not above making a private phone call ahead of time as to the composition of the group.

Record keeping is of utmost importance. Income, outlay, file copies of everything, photographs, a running log all are good training for the future, and should be part of classwork. The

accounts should be run through the school so that contributions are tax deductible. It is good business to give a receipt for cash or value in kind...the benefactor may never use it, but it helps credibility. Put everything in writing, leave nothing to chance. Our students write receipts for as little as fifty cents. No student is allowed to solicit funds outright; that is the leader's job. They do, however, take membership dues of twenty cents per student, sell sponsoring adult memberships for two dollars, and sell their energy conservation emblems for twenty-five cents. This emblem has been adopted as official by our city and will be displayed in all police vehicles and postal trucks which helps for quiet pride and visibility. Our experience has been that it is better to ask a little from many than a lot from a few.

Now that you have come through this long, often exasperating preliminary, we can be ready to talk about getting the nuts and bolts called resources. Your area of endeavor has already received the blessing of the person in charge because of regular communication, including your principal, your most important ally. The rest is simple. Take a couple of students, meet with the person whose help you wish to enlist, let the children talk, play down your role, show the homework that has been done, be sincere, and the rest comes naturally. Who can tell a younster that a specific little piece of earth isn't worth saving?

When a project is finally completed, it is most important to go that one last mile and convey to the benefactors a report of the project and any further considerations such as extention. Anyone appreciates: "We'd like you to know that with your help we have been able to...." and better yet when delivered in hand or signed by the student involved.

One can stand anywhere, turn in a circle, and see something which can be done involving youngsters and adults. With good leadership, it's infectious! Frankly, possiblities are limited solely by the amount of time and effort the leader is willing to commit to tomorrow's world in which he hopes to retire.

We approve of Mr. Wickes report. Anthony Mitchell Pres. 5/5/68
Don Edwards Student Dir, Projects

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using the community as a career resource

DENNIS WATSON, Consultant
Career Education
New Albany-Floyd County Schools

One of the more recent and possibly the most promising educational reform movement to take hold in many a year is career education. Not only does it address itself to the one thing all students have in common, that being the need to find employment at some point in time when schooling is terminated or is temporarily suspended, but it also serves to expand the student's personal horizons. By generating an awareness about his or her own interests and abilities as well as the specific occupational opportunities a community may have to offer, career education becomes doubly beneficial.

One of the best ways of promoting awareness of the interrelationship between work and study is through community exploration. How can anyone realistically expect students to successfully mesh into the economic mainstream of society unless we stop excluding them from that society by herding them into isolated classrooms and shutting the door. The program described here was designed as a means of expanding classroom walls so that they encompass the entire community. Members of the community work force were invited as "associate faculty members" to come and speak to the students. When we couldn't bring the community to the students through speakers, conference phones, and slides, we took the students to the community via special career tours.

S.C.O.A.P., Student Career Occupational Awareness Project, was developed in conjunction with one of our school system's sixteen elementary schools as a pilot culminating exercise in career education for grade six students. Included here is a brief description of the project.

S.C.O.A.P.

After an introductory period in which various jobs within the community were discussed and related to the fifteen career job clusters, students of both sixth grade classes were asked to choose a job that they personally felt they would most like

to visit. After jobs were selected, each student researched his specific job and other related jobs within the same cluster. Students then briefly shared their findings with the rest of the class in the form of oral reports. The job selections were then combined and condensed where possible into small, related occupational groupings. Students then visited one of twelve carefully selected resource job sites in the community. These included such places as an animal hospital, airport, bank, photographic studio, police station, modeling agency, architect's office, etc. The Career Education Resource Center staff, the sixth grade teachers, the principal and over a half-dozen parent volunteers provided transportation for the two-hour observations and discussion periods. Upon their return to school the students shared their on-site experiences and wrote thank you letters.

We received such favorable results in terms of student interest, enthusiasm, and parental reaction that we began to search for a way of expanding S.C.O.A.P. so that all students in the sixth grade could participate in a similar career exploration experience. What has evolved is a modified program that we call MEDIA-SCOAP.

MEDIA-SCOAP

MEDIA-SCOAP was implemented on a voluntary basis in all sixth grade classes in twelve of the sixteen elementary schools in the New Albany-Floyd County School System beginning in the Fall of 1975.

MEDIA-SCOAP is designed as an independent student exploration experience. It gets its name from the fact that students participating in the program must use both audio and visual equipment in the process of completing their project assignments. Specifically, this assignment consists of preparing a slide and cassette tape presentation of an independently researched occupation.

The project begins, depending upon the school involved, at the start of either the Fall or Spring semester. Students are given a form to take home to their parents. Together the parents and students select three jobs they would like for the student to visit and research. Parents must also include names

of specific persons that will allow their child to come, observe, and interview them at their place of employment. This person may be a relative, a friend, or even one of the parents. The student returns the form to the teacher who screens the available choices. The teacher then makes team assignments (two students per team) based upon similarity of request or as compensation for students who were unable to come up with a proposed visitation site. Once the site has been chosen, teams must make specific arrangements concerning time and day the visitations will take place. Students will be allowed a half day away from school, if necessary, to make the visitation and must make their own transportation arrangements. Written notice from the parents must be submitted to the teacher no later than one week prior to the visitation if school time is to be used.

While exploring the occupation, each team will be given a loaded camera and one flash cube. They may take four pictures during their visit. Each team is also given a cassette tape and charged with the responsibility of preparing a dialogue describing the slides they have taken. Students may also include background or research information concerning various aspects of the occupation. It is hoped that P.T.A. presentations can be developed using a mini-cinema approach so that parents may observe a number of finished products.

The Career Resource Center provided cameras, film, flash cubes, and cassette tapes for school year 1975-76 with each school, for obvious reasons, handling their own film development costs and distribution. It is planned that in the future grade six students at each school will make the project self-sustaining by developing a related career fund raising project to offset the entire costs of MEDIA-SCOAP. The approximate all inclusive cost per student for the total project is only sixty-two cents. The real advantage however is not only the fact that students are developing career awareness at a minimal cost but also that the community is getting totally involved. In New Albany this career program alone will result in approximately 500 community contacts for our students and, of course, approximately 500 student contacts for our community. We feel that MEDIA-SCOAP will go a long way in putting education back in touch with people which can only be looked upon as a step in the right direction.

overview to community study

JOHN SHEETS, Teacher
Medora Elementary & High School
Carr Township Schools

Many educational experts advocate community study in the elementary school, but few have provided teachers and adminstrators with concrete descriptions of the steps involved in setting up a program of meaningful learning experiences that will help children understand the many components of the communities in which they live. The task then, of developing a community study program for a class of primary children, was to work out a system of integrating community study into the curriculum, to devise ways of involving students in problem-solving situations, and to individualize instruction according to students' interests and abilities.

Sixteen representative topics of possible community interest were chosen for study and may be used at the discretion of the teacher. The topics selected are applicable to elementary grades as well as to junior and senior high and are suitable to most Indiana communities. The one word initiating the unit is "pioneer"--"one who is first or earliest in any field of inquiry, enterprise, or progress." Students can become pioneers when allowed to seek information about their community's history with the topics serving as a springboard from which to develop creative teacher-pupil activities. The topics chosen for study are here listed. Content and activities are omitted due to length, these factors being dependent on teacher, group, and location.

1. Early Indian Tribes
2. Names of Early Settlers
3. Reasons for Settling
4. Early Homes
5. The Settling of Your Community
6. Early Businesses and Homes
7. Businesses Today
8. Government
9. Churches
10. Streets
11. Important Crops and Animals
12. Early Schools
13. Schools Today

14. Occupations
15. Clubs and Organizations
16. Citizenship

One activity of the community study unit was to provide students an opportunity to produce a book written about their community. The book was composed of their own words and pictures and developed from the information gathered during their study of the community topics. However, other options exist:

1. The class may compile a collective book by filling a large pad of chart paper with individual reports and pictures pertaining to the various topics;
2. Each child may make his own community book based on information from the chart and information the child collects and illustrates with his/her own drawings or pictures that the teacher and students gather;
3. Members of the class could be assigned special reports which, when completed, would be placed on ditto masters, duplicated, and collated so that each pupil has a copy of the work of the whole class.

The cost of producing any of the above books is minimal, and the time involved is well spent because student learning occurs and school-community rapport is strengthened.

Information for the community study unit came from several resources. A county history book (available from the courthouse or the public library) was obtained by the teacher. Survey sheets were sent home with the children. After an activity on interviewing procedures, students went into the community to interview people who had information on the various topics of study. The response to the students' search was amazing in terms of what the children found out and brought to the class because the information was so easy to find in most cases. Elderly people, who loved to engage in conversation about the past, were a tremendous asset to the children. As the news spread of what the class was doing, many interested citizens in town sent us material or volunteered their help. The teacher recorded the information on chart paper in outline form. This acquainted the children with vocabulary words before any written reports were done. Pictures to accompany the information were accumulated as students made creative drawings and community members donated photographs.

The length of time spent on community study depends entirely on the teacher and on pupil interest. The primary class at Medora spent an average of twenty minutes per day for a four to six week period on its community study. The class was organized into four committees, each with a chairperson: writing committee, art committee, map making committee, and layout and assembly committee. It would be possible to have a research or library committee for a particular topic that required greater depth. However, leaving research open to the class created more enthusiasm.

Numerous culminating activities are possible with community study material. A popular one with children is a presentation in which the children read or tell their stories and reports of community history while the teacher flashes their own drawings on a screen. This activity can provide an interesting program for parent/community groups. Another activity might be creating plays with costumes and scenery based on community history. Also, children might enjoy a letter exchange with a class in another corporation for the purpose of sharing interesting information learned during their community study or activities they especially liked.

The result of this community study program has created an awareness in the students of their rich historical heritage. In addition, it has brought the school and community members closer together.

neighbors unlimited

RUSSELL VOORHEES & WELCOME WARNER
Teacher & Project Co-Chairmen
Ft. Wayne Community Schools

Adams, Gonzales, Tourkow, Stocks, Rudolph, Jabra, Coufadakis, Samreta, Poi, Mehta, Brommer, Bjornjeld--are just a few of the people participating in the Neighbors Unlimited in Fort Wayne. Although this all began as a project in international-intercultural understanding of the Fort Wayne Branch of the Association for Childhood Education, it soon became a city-wide project of the elementary schools and eventually involved

many people beyond school boundaries.

The goal of the project was to help students and teachers of Fort Wayne develop a better understanding of the local human resources available within the city from many nations, cultures, and religions. Although the three day program was thoroughly enjoyed by children, the greater impact was upon adults of the community.

A small committee began planning for an international-intercultural project nearly two years beforehand. The program would include many happenings. An outstanding person in the field of international-intercultural relationships would be brought to Fort Wayne to have contact with secondary students, teachers, and the public. The engagements would include speaking to classes, being on radio and television, serving as guest speaker at a banquet, and attending the community project on the final day. The person selected was Dr. Leonard S. Kenworthy, who at the time was on a three year assignment to the Association for Childhood Education International, serving as general chairman for the association's Neighbor's Unlimited program. The former professor at Brooklyn College is internationally recognized for his work with UNESCO and UNICEF and the Berlin relief.

Nearly a year in advance committees were chosed to identify names of people who had a wide background of another country through their own heritage, study, or travel. Names were procured by word of mouth and from the YMCA, the YWCA, the Associated Churches, local colleges, and the committees of the Christ Child Festival and the Three Rivers Festival. The task of talking with each person identified was assumed basically by two people so that messages were fairly consistent. Telephone numbers and addresses were exchanged and committee members were soon discussing the Osinchucks, the Mehras, or the Farelis as though they were old friends.

Our group of exhibitors and participants for the final program seemed to break down into three groups of experts: those who had come to the United States for permanent homes or for study, those whose parents had come here, and local citizens who had traveled. They all brought to the Saturday gala their national pride, their costumes and languages, their own talents and skills, and beautiful treasures from their homelands.

It was a cold and blowy Saturday, making the moving of possessions very difficult. Many exhibitors were at the school before eight o'clock fearing their two hour preparation time might not be enough. They were right; people came early! Walking into the commons area, one was met by signs and schedules indicating the time of the shows in the auditorium to the left or in the commons area straight ahead. Would one choose the High School Swing Choir singing patriotic numbers or select the young people from the Park Board Day Camp doing their Indian dances? Macedonian children danced and Macedonian adults gave free lessons on the spot. One school sent its Modern Dance Group and its African Drum Corps. An adult Philippine Dance troupe, the singing of Spanish songs, a Mexican Children's dance group, Ukranian dancers, a style show, and dances performed from India were all taking place during the four-hour period.

Around the corner, P.T.A. Band Parents served sandwiches, cokes, coffee, and ice cream. Down the long corridor from the entry, approximately thirty-five beautiful national flags from around the world created a breath-taking experience for all. In the cafeteria were exhibits of elementary children's projects in social studies. Classroom corridors were lined with travel posters from around the globe.

Here we met in person the Lewandowskis, the Starewiches, the Sharps, and the Puetz family with its collection of imported nutcrackers. We watched Mrs. Li write her exquisite Chinese letters and gazed longingly at the delicious foods, wrapped carefully in cellophane, that the Spahievs and the Knechts had prepared for a holy day. We watched girls with names we could not pronounce without coaching (Ursula Aldochin, Keenia Striblbyckyj, and Nora Kowal) paint matchless Ukranian Easter eggs.

Blacks, Mexicans, Puerto Ricans and Cubans, Jews, Greeks, Czechs, Russians, American Indians, people from Pakistan, Saudi Arabia, Norway, and Hawaii were all there. Rare treasures of linens, glass, woodcarving, and other items of beautiful craftsmanship as well as colorful slides were included. Each participating group was given a classroom with a permanent wall screen and one extra work table; everything else was brought in by the exhibitors. A certain amount of Yankee Rivalry entered into the exhibits, and the results were masterpieces.

Adult admission was fifty cents; children and students were free. The bulk of the funding had come from the ACE treasury and the sale of international cookbooks compiled from recipes of the exhibitors. Police protection and Red Cross first aid were provided.

The attendance was estimated at 1200-1400. Many were teachers; many were parents bringing their children. But a great many came because of the enthusiasm of the exhibitors. In addition, nearly 300 came in the back door to take part in the performances; 160 participated in the displays of which more than half were not a part of the school system. One group came from Celina, Ohio; another group of students came from Goshen College. It was a tremendous example of international cooperation.

At the close of the designated four hours, the only regrets were, "Only four hours? That's not long enough to see it all." And that was a true statement. But from the viewpoint of those who participated and those who planned, the day and the people were well spent.

The follow-up was and is rather interesting. The Chamber of Commerce had started a move to set up an International Center in the city. They were grateful for the mailing lists. Now many of these people are taking an active part in a newly-organized international group.

In 1974 the Fort Wayne Community Schools set up a project to collect information and to develop a guide for teachers concerning the more prominent minority groups of the nation. From those persons chosen to develop this guide, all but one had been a part of the Neighbors Unlimited project. The publication, From A to Z, Hank Aaron to Stefan Zweig, a Compilation About Minorities, is now in every school in the city and in each classroom of grades four, five, and six. So in reality, Neighbors Unlimited lives on.

a program planning process

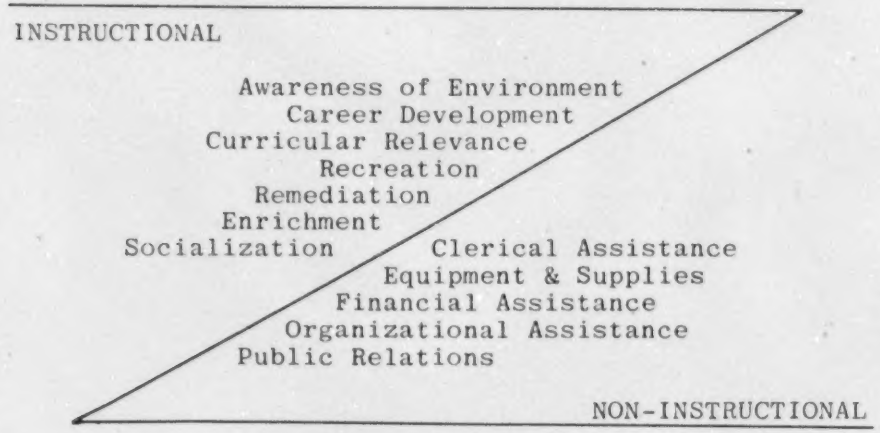
for school-community involvement

The development of a design for utilizing community resources requires a commitment to a planning process. This process includes strategies for assessing school needs, identifying community resources, and integrating the resources into the school program.

assessment

Why should community resources be used? What can the community provide that would benefit the school? How should the resources be used? Questions such as these must be raised and resolved if the approach to community involvement is to be by design rather than chance. A needs assessment process contributes to this effort by functioning as a mechanism which facilitates decision-making. It provides a structure which enables educators to specify needs--both instructional and non-instructional, establish priorities, and identify types of community involvement programs that might best serve the interests of the school. An analysis of the collected data establishes a base for determining objectives and making choices which lead to the more effective use of community resources.

SCHOOL NEEDS*



*Representative school needs have been specified. The list may be expanded at the local level.

Pertinent data derived from the needs assessment include:

Instructional and non-instructional needs
Specific need(s) to be served by community involvement
Priorities
Range of available school-community programs
Potential resources

Worksheets can serve as tools for identifying and organizing tasks central to needs assessment. To be of maximum value, they should be modified to meet local school requirements.

SCHOOL NEEDS WORKSHEET*

GENERAL NEEDS	PRIORITY RANKING	SPECIFIC NEEDS
INSTRUCTIONAL NEEDS		
Awareness of Environment	3	
Career Development	6	
Curricular Relevance	9	
Recreation	12	
Remediation	1	Reading Skills, Gr. 3-4
Enrichment	2	
Socialization	8	
Other		
NON-INSTRUCTIONAL NEEDS		
Clerical Assistance	7	
Equipment & Supplies	5	Landscaping--trees
Financial Assistance	11	
Organizational Assistance	10	
Public Relations	4	
Other		

*This worksheet allows for general instructional and non-instructional priorities to be determined and for specific needs to be identified.

NEEDS ASSESSMENT WORKSHEET*

TYPES OF COMMUNITY INVOLVEMENT	NEEDS: INSTRUCTIONAL/ NON-INSTRUCTIONAL	POTENTIAL RESOURCES	STARTING DATE
Tutoring Program	Remediation (Reading skills, Gr. 3, 4)	Ex: Grand-parents, parents, other volunteers	Oct.
Clerical and/or Supervisory Assistance			
Community-School Projects	Equipment & Supplies (Landscaping--trees)	Ex: Soil conservation, nursery	April
After-School Clubs, Recreation Activities			
Resource Persons			
Field Trips			
Material Resources			
Residential Programs, e.g., Env. Ed.			
Community Ed. Programs			
Other			

*The intent of this worksheet is to relate school needs to specific types of community involvement programs and to provide for the identification of potential resources.

resource identification

In all communities there is a vast reservoir of resources that can be tapped to enrich the school program. The identification of these resources involves a search for people, places, and things that may satisfy school needs, both instructional and non-instructional. A procedure should be devised to obtain information that is all-encompassing, considering all resources as potentially valuable.

The success of resource identification hinges on the approach used to contact the community and the information gained as the result of that effort. The news media (television, radio, newspaper) may provide a vital communication link between school and community. Regardless of the strategy selected, care should be taken to clearly inform community members of the program intent and to indicate ways in which they might participate.

WHERE TO OBTAIN INITIAL COMMUNITY RESOURCE INFORMATION

IN-SCHOOL	OUT-OF-SCHOOL:	EXAMPLES
Staff	Social/Service Clubs:	Senior Citizens, Jaycees
Students	Service Agencies:	Red Cross, Goodwill
School System Newsletters	Institutions:	Churches, Hospitals, Schools, Museums
Parents	Gov't. Agencies:	Dept. of Mental Health, Dept. of Public Instruction, Soil Conservation Service
School Organizations	Prof. Organizations:	AMA, AUW, Am. Bar Assoc.
	Industry:	Foundry, Automotive Plant
	Business:	Drug Store, Flower Shop
	Publications:	Yellow Pages, Chamber of Commerce Directory, Library Directory
	News Media:	Radio, T.V., Newspapers
	Unique to Community:	Historical Landmarks, Sport Complexes, Airport

RESOURCE IDENTIFICATION WORKSHEET*

Businesses
- Food Stores: _____
- Service Stations: _____
- Department Stores: _____
- Drug Stores: _____
- Agriculture: _____
- Other: _____

Industry
- Recreational Vehicles: _____
- Chemical Plant: _____
- Foundry: _____
- Other: _____

Service Clubs
- Business/Professional: _____
- Service/Fraternal Organizations: _____
- Men's: _____
- Women's: _____
- Young People's: _____
- Other: _____

Professional Organizations
- Certified Public Accountants: _____
- Local Registered Nurses Association: _____
- Other: _____

Government Agencies
- City: _____
- County: _____
- State: _____
- Federal: _____

Organized Labor
- Skilled Trade Unions: _____
- Other: _____

Institutions
- Churches: _____
- Museums: _____
- Hospitals: _____
- Schools: _____
- Other: _____

Historical Sites
- Indian Monument: _____
- Other: _____

United Way/United Fund Sponsored Organizations (local office should have list of agencies involved)
- YMCA-YWCA: _____
- Heart Association: _____
- Other: _____

Civic and Quasi-Political Organizations
- Urban Coalition: _____
- Other: _____

Resource Persons
- Talent Areas:
  - Music: _____
  - Art: _____
  - Other: _____
- Skill Areas:
  - Hair Styling: _____
  - Tutorial: _____
  - Other: _____
- Hobby/Interests:
  - Rock Collecting: _____
  - Antique Cars: _____
  - Other: _____

Other

*This worksheet can be used to quickly identify known community resources and can serve as the basis for contacting the community. The list can be expanded as new information is obtained.

contacting the community

The strategy used to contact community members depends upon school objectives, the structure and size of the community, and present school-community relationships. Techniques might include letter or phone surveys, personal contacts, or a combination of data collection approaches. If instruments are used, they should be appropriate to the group being surveyed.

WHEN CONTACTING COMMUNITY MEMBERS...

- Explain the purpose of the survey in terms of school needs and the valuable potential within the community.
- Suggest various ways in which resources might be incorporated into school life and curricula.
- Define what constitutes a resource. Example: A community resource is a person, place, or thing that relates in some way to identified school needs.
- Create enthusiasm for community-school endeavors.
- Identify the school contact person.

Several sample forms are provided which might be applicable for use with various groups within the community. Changes might be necessary to meet local needs. School or corporation name and address should be included on each form.

SURVEY FORM: PARENT-GRANDPARENT

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at _____ School. Please complete this form and return to _____.

1. Name _____ Address _____
   Phone _____ Occupation _____

2. I am___, am not___, might at a later time be___, interested in becoming a resource for the school.

3. Would you be interested in tutoring children?
   Yes_____No_____
   If Yes, do you have a preferred age group?
   (5-8)_____(9-12)_____
   Which would you prefer? A.M._____ P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

4. Would you be interested in assisting with clerical tasks? Yes_____ No_____
   If Yes, which would you prefer? A.M._____P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

5. Would you be interested in sharing knowledge with teachers/students? Yes_____ No_____
   If Yes, an occupation___, a skill___, an interest___, a hobby___? Describe briefly_____

   Would you prefer doing this in your home___, at work___, at school___? A.M._____ P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

6. If you know of a person who has contributions to make to school life but who might not receive this sheet, please list their name(s), address, phone, and contributions._____
   _____
   _____
   _____

7. Other contributions and/or comments: _____
   _____
   _____
   _____

Signature_____
School_____

Thank you. If you have answered "Yes" to any of the questions, the information will be cataloged and you will be contacted concerning your participation.

SURVEY FORM: BUSINESS & INDUSTRY

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at _____ .
Please complete this form and return to _____ .

A. Name of Resource: _____ Contact Person: _____
Business Address: _____
Description of work performed, product produced, services available, etc. _____

B. In which of the following ways can you serve as an educational resource?
1. Allow educational trip(s) to your site?
Yes____No____
2. Provide resource person(s) to speak at the school?
Yes____No____
3. Supply materials, pamphlets, etc.?
Yes____No____

Complete what is appropriate:

C. If Yes to B-1, please fill in the following:
Advance notice needed: _____
Approximate length of visit: _____
Minimum/maximum size of group: _____
Guide provided: Yes____No____
Restrooms available: Yes____No____
Specified days/times: _____
Features of visit: _____
Comments: _____
_____

D. If Yes to B-2, please fill in the following:
Name of person: _____
Position: _____
Presentation would include: (circle) talk; slides, film, etc.; handout materials; sample products, items, etc.; other (explain) _____
Approximate length of time needed: _____
Appropriate days/times: _____

Topics to be covered: _____
Preferred group size: _____
Comments: _____
_____

E. If Yes to B-3, please fill in the following:
What types of materials can be provided?
Informational pamphlets _____ Student Packets _____
Posters _____ Teacher Packet _____
Charts _____ Models _____
Films/filmstrips _____
Description of checked item(s): _____

These materials would be for loan _____ or gift _____ ?
How would the school receive the materials?
Mailed upon request _____
Delivered to school _____
Picked up by school representative _____
Comments: _____
_____

F. Do you have equipment and supplies which might be utilized by educational personnel or materials which could be donated to schools for useful purposes?

	Description
Equipment	
_____	_____
_____	_____
_____	_____
Supplies	
_____	_____
_____	_____
_____	_____
Materials	
_____	_____
_____	_____
_____	_____

Contact Person: _____
Telephone Number: _____
Comments: _____

SURVEY FORM: GOVERNMENTAL AGENCY

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary programs at _____,
Please complete this form and return to
_____,

1. Name of Agency: _____
2. Location: _____
3. Contact Person: _____
4. Telephone Number: _____
5. What specific services are provided? _____
   _____
6. What educational activities/services can be provided to elementary schools?

   Resource persons: Yes_____ No_____
   Field trips: Yes_____ No_____

7. Are free educational materials available? Yes__ No__

   If yes, please list materials:

   Teacher guides Yes_____ No_____
   Pamphlets Yes_____ No_____
   Posters/charts Yes_____ No_____
   Films/filmstrips Yes_____ No_____
   Other: _____

8. Comments: _____
   _____

SURVEY FORM: NON-GOVERNMENTAL AGENCY OR ORGANIZATION

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at _____. Please complete this form and return to _____.

1. Name of Agency/Organization: _____

2. Location: _____

3. Telephone Number: _____

4. Contact Person: _____

5. Are you involved in any community projects which could involve elementary children? Yes___ No___

   If yes, elaborate: _____

6. Could you provide financial assistance for programs such as camping, beautification, etc.?

   Yes___ No ___

7. Could any of your members act as resource persons in relation to occupation, interests, hobbies?

   Yes___ No___

   If Yes, list name, address, and resource capacity:

8. Comments: _____

UPDATING THE SYSTEM

A data collection process must provide for continual input as community resources constantly change. Therefore, care must be taken to keep information current by revising files and reissuing survey and/or other data gathering forms periodically.

organizing the data

Information can be classified in a variety of ways. One very practical way is to divide the data into the following categories: resource persons, field trips, resource materials, and community projects. Further subdivisions might include curricular areas, grade levels, and/or non-instructional tasks. Once organized, the information can be stored on any of the following forms:

CARD FILE

Resource Person: _____

Address: _____

Phone: _____

Type of resource: _____

_____

_____

When available: _____

Group/age preference: _____

Other: _____

SAMPLE CARD

FIELD TRIP - INDUSTRY			
	Firm	Contact	Times
1.	Becker's Tool & Die	G.L. Becker Owner	9:00 A.M. 4:00 P.M.
	COMMENTS: Tours limited to 25 students in grades 3-6.		
2.	RCA	James Smith Manager	1:00 P.M. 4:00 P.M.
	COMMENTS: Film introduction with 30 minute tour of T.V. assembly area of plant. Recommended for grades 5-6.		
3.	_____	_____ _____	_____ _____
	COMMENTS: _____ _____		

SAMPLE PAGE ENTRY

TEACHER
NOTEBOOK

Resource	Evaluation of Resource
Name _____ Address _____ Skill and/or area of expertise _____ _____ _____ _____ _____ Available _____ _____ _____ Other information _____ _____ _____ _____ _____ _____ _____	

SAMPLE PAGE

COMPUTER
STORAGE

This system is viable in school corporations that have extensive data processing capabilities. Community resource information could be stored and retrieved when necessary.

All of the above techniques for organizing and storing information are examples which must be modified to meet specific school needs.

selection and utilization of community resources

A careful selection of community resources for school use is important. Whether the community resource is a place, a person, or a thing, its appropriate use will be a bonus to the school. Therefore, it is essential to examine the total school needs, instructional and non-instructional, and identify those subject areas, clerical jobs, and/or other school tasks in which a community resource would be most beneficial.

In order for community involvement to enhance and enrich the student academic experience, the resources should be used in a manner to achieve maximum benefit. This requires a close examination of the existing curriculum, a determination of objectives, and an identification of resources that could best meet specified needs. Whether community resources are used in multi-disciplinary projects or in particular subject areas, it is essential that they contribute to an existing curricular program and provide a vehicle for students to learn more about the world in which they live.

WHEN SELECTING RESOURCES FOR INSTRUCTIONAL PURPOSES...

- Choose community resources that provide activities appropriate for meeting instructional objectives and curriculum goals.
- Give consideration to those areas of the curriculum that would benefit most from community involvement.
- Consider the needs and interest levels of students. Determine whether the resource is appropriate in terms of the students' maturational level.
- Discuss selection with students to determine interest level.
- Use selection procedures that are in compliance with administrative policy.

WHEN UTILIZING RESOURCES FOR INSTRUCTIONAL PURPOSES...

- Prepare students prior to experience to insure fullest benefit from resource.
- Consider the best time of day for the activity.
- Determine the amount of time needed to use resource to its fullest potential.
- Find out all of the essential information about the resource in order to maximize the learning experience.
- Provide community representatives with helpful information about the class and school.
- Arrange for a planning session with the community representative whenever possible.
- Consider arranging an in-service training program for classroom volunteers.

Community resources can additionally be a valuable asset to the school by providing materials and services to satisfy non-instructional needs. Utilizing resources in this particular way can relieve the school staff of many non-instructional duties that consume preparation and instructional time as well as providing those materials that cannot be purchased within the parameters of the school budget.

WHEN SELECTING RESOURCES FOR NON-INSTRUCTIONAL PURPOSES...

Identify individuals who...

- Have a pleasant disposition and enjoy working with people.
- Are willing to take direction from persons in leadership positions.
- Are dependable.

- Understand and cooperate in adhering to confidentiality of information.
- Feel positive about school-community involvement.
- Can contribute time, talents, and energy to school programs.

Consider contacting agencies within the community which coordinate volunteer services.

Identify persons and places which can contribute materials and/or financial assistance.

WHEN UTILIZING RESOURCES FOR NON-INSTRUCTIONAL PURPOSES...

- Clearly specify work assignments and role expectations.
- Identify areas in which non-instructional personnel do not have responsibilities, e.g., total supervision of students, discipline, evaluation of student work, access to student records, etc.
- Provide an in-service and/or on-the-job training or orientation program when needed.
- Provide volunteers with positive recognition, using a variety of techniques such as verbal praise, "Volunteer of the Week Award," etc.
- Emphasize the confidentiality of school information.
- Identify and utilize volunteer competencies in an effective way.
- Develop a schedule which provides for the efficient use of time.
- Provide a mechanism for evaluation of task assignments.

- Develop a procedure which provides for termination of service when necessary.
- Express appreciation for services and resources contributed by community members.

planning for instruction

Because of the existence of a vast number of community resources that could serve instructional needs, it is important to examine an array of alternatives and carefully select those that seem to offer the greatest educational potential. The selection procedure is facilitated by the use of a planning process which focuses on the needs of the learner in relation to instructional objectives and community-oriented activities. The procedure is not new. It merely adds a community resource component to a program planning model and, as such, provides a tool which aids decision-making.

WHEN PLANNING FOR INSTRUCTION...

- Assess school and/or classroom needs.
- Select from available community involvement programs those which are appropriate to assessed need.
- Identify instructional objectives.
- Develop activities based on objectives.

SAMPLE PLANNING MODEL*

NEEDS	PROGRAM TYPE	INSTRUCTIONAL OBJECTIVES	ACTIVITIES	CONTENT AREAS
Remediation	Tutor	The student will be able to: Demonstrate comprehension of selected materials; Demonstrate a positive concept of self.	Have student work on a one-to-one basis with retired senior volunteer. Use library books at the child's reading level.	Reading
Enrichment Career Development Awareness of Environment	Field Trip	The student will be able to: Interview store personnel to determine job functions; Compare costs of various brands of like food items.	Have student visit a grocery store as part of a study of marketing & consumer practices.	Soc. St. Math Lang. Arts
Recreation Enrichment Socialization	Resource Person	The student will be able to: Choose and participate in a sports-oriented activity; Choose and carryout a leadership task;	Provide student with the opportunity to participate in a recreational guidance program directed by a parks department person.	P.E.
Other				

*This model may be used to assist in planning for instruction.

evaluation

Evaluation is essential to the establishment of a successful community involvement program. Through evaluation the effectiveness, or ineffectiveness, of the community resource in terms of meeting instructional objectives and curriculum goals can be ascertained. A complete evaluation of community experiences should involve all participants--the community representative, teacher, student, and other appropriate school personnel.

Evaluation can be conducted formally with the use of instruments or handled informally through discussions focusing on the strengths and weaknesses of the instructional activity.

SAMPLE EVALUATION TECHNIQUES

DISCUSSION QUESTIONS FOR STUDENTS:

1. Do you think the class should have planned more carefully for this activity? Why?
2. Did you understand the reason for this activity?
3. Did the class behave responsibly during this activity?
4. What did you learn?
5. What could have been changed to help you learn more?

TEACHER EVALUATION OF COMMUNITY RESOURCE UTILIZATION

Name of Community Resource: _____

Description of Experience: _____
_____

I would use the resource again:
Yes___ No___ With Change _____

The community resource was appropriate for my grade level:
Yes___ No___

The community resource met the intended instructional objectives:
Yes___ No___

All necessary information about the community resource was obtained and used to provide an optimal learning experience:
Yes___ No___

There was an opportunity for preplanning with the community resource:
Yes___ No___

Time of day and time allotted were adequate:
Yes___ No___

Students were well prepared for the experience:
Yes___ No___

Students enjoyed the experience:
Yes___ No___

Comments: _____
_____

EVALUATION BY COMMUNITY RESOURCE PERSON

Name _____ Date _____

Activity _____

School _____ Class _____

HOW WOULD YOU RATE:	Out-standing	Satis-factory	Unsatis-factory
1. The overall arrangements Comments:			
2. The personal contact with teacher/school Comments:			
3. The student interest Comments:			
4. The student preparation Comments:			

What suggestions do you have for improving the experience?

recordkeeping

Accurate records of community involvement activities and programs will provide insights into current usage patterns. Although the recordkeeping system used will vary, depending upon local needs, it should be easily managed and readily accessible. For staff convenience a central file and/or chart might be maintained, with individual teacher files providing supplemental information. Evaluations of the school-community experience by teachers, students, and resource persons should be included in the file, along with data indicating the time and place of the event.

SAMPLE FORM: INSTRUCTIONAL COMMUNITY RESOURCE RECORD*

CLASSROOM RECORD FORM							O--outstanding S--satisfactory U--unsatisfactory
Date	Person--Place	Field Trip	Resource Person	O	S	U	Comments

*Staff members may use this form to record community involvement.

SAMPLE FORM: SCHOOL-COMMUNITY INVOLVEMENT CHART*

Year _____

K		
Date	Resource	Code
7-4	Smith's Farm	T
10-3	Joe's Service Station	T
1-9	Humane Society	T
3-8	Henry Johnson Public Utility	P

1	2

3	4	5	6

Code: T Field Trip
P Resource Person

*This chart can provide an overview of school-community interaction at the various grade levels. The chart should be centrally located.

representative school-community

activities

51

Providing learning experiences for children during school life is a major task for educators. The following ideas can bring community members of all ages together to assist in this effort.

- Take a "window" field trip from the classroom to develop observation skills or for creative writing exploration.
- Use township and city maps obtained from government offices to study local layout, locations, and directions. Enlargement with an overhead projector is beneficial for student study and project development.
- Explore first aid skills and practices with the assistance of Red Cross personnel or emergency units.
- Study community history by interviewing and recording senior citizens' memories of the past.
- Compare household items of the past with those of the present. An antique dealer or collector might provide assistance.
- Compile information regarding leisure time alternatives within the community. Lists of amusement places with activities as well as lists of persons who can share hobbies/interests for leisure time might be informative.
- Simulate car buying by visiting a local car dealership. Consumer practices can be related through a salesman-customer situation.
- Develop an outdoor learning area on the school site. Enlist community support and involvement in planning, creating, and utilizing the learning area.
- Plan and plant a garden on the school site. School and community members with green thumbs can be enlisted to serve as leaders.
- Organize a program to collect paper (or aluminum) products

for recycling purposes or provide regular assistance if another group has initiated such a program already.

- Study present transportation practices within the community and project possible future needs. Resource persons such as mayor or councilman could provide insight into problem-solving situations.

- Scrutinize buying and selling practices by utilizing an auctioneer as a resource. Students might plan and carry out a class or school auction.

- Provide after-school clubs based on students' interests, such as stamp collecting, art, gardening, gymnastics. Community members with strengths in various areas can provide leadership or assistance.

- Organize a short-term cultural exchange program in which community members from various ethnic backgrounds share information.

- Explore various occupations by utilizing parents as resources to share information relating to work activities and skills.

- Construct a learning center containing information about the community with several activities in which students can: learn the names of local community leaders who hold elected or appointed positions in government; compile a personal chart with telephone numbers for emergency use; complete "Twenty-Questions" related to specific occupations or businesses in the community; write and design a brochure about their community; design a community of their own.

- Organize a once-a-month recreational program in which tutors and/or other community members have the opportunity to work with children in a "play" atmosphere.

- Set up a classroom "bank" with officers, employees, accounts of various kinds for customers, etc. Teacher and students can determine how "money" will be earned. Assistance from a banker as a "retained" consultant can provide expertise to enhance the project as it "grows."

- "Adopt" a local business, with its owner's or manager's consent, to learn the various activities which take place in relation to purchasing, selling, advertising, keeping track of inventory, etc. Information could be recorded in a log or journal.

- Initiate a student newspaper on a quarterly or semester basis with editors for the various sections such as administration, school staff, student activities, and neighborhood news (interviews with parents). Students can "buy" advertisement space in For Sale and Wanted section. Local newspaper may serve as a resource and model.

- Develop a Community Profile or Time Line of important facts dates, and people concerning the local community.

conclusion

Schools have the mandate to prepare students academically, socially, emotionally, and physically to become fully functioning members of society. It is now recognized that the community makes a major contribution to this effort. Strategies for developing and utilizing community resources are varied according to the needs of the school and the strengths of the community. However, the task remains the same: to recognize the potential within the community and to use it in the most effective manner. The intent of this publication is to provide ideas and information that can aid in this undertaking.

"It is really very hard for the young to understand why they are shut up in classrooms...while the 'real' world hums and clatters and shouts beyond the windows. They submit, poor creatures, but the pressure required to keep them there is intense...But they should be given to understand in as many ways as possible that the two worlds are closely and necessarily connected, and the light and energy of the one flow into the other."
Gilbert Highet: The Art of Teaching

selected resources in indiana

Indiana Arts Commission
155 East Market Street, Suite 614
Indianapolis, Indiana 46204
Joe Hale, Education Program Director

Created to encourage and stimulate the arts, cultural resources, and artistic freedom in the State of Indiana, the Indiana Arts Commission has available upon request the "Arts Directory" and the "Craft Directory" which include statewide information.

Indiana Department of Natural Resources
Division of Public Information and Education
State Office Building, Room 612
Indianapolis, Indiana 46204

Information on Indiana's natural resources are available upon request. Materials for the classroom are available pertaining to wildlife, forestry, water, ecology, etc. Also, Smokey Bear materials may be obtained.

Indiana Department of Public Instruction
Division of Public Information and Publications
State House, Room 120
Indianapolis, Indiana 46204

A pamphlet listing publications which have been developed by the various divisions of the Indiana Department of Public Instruction is available upon request. Sources listed may also be acquired from the Division of Public Information and Publications.

Indiana Historical Bureau
140 N. Senate Avenue, Room 408
Indianapolis, Indiana 46204
Pamela Bennett, Director

A list of Teaching Materials for Indiana History Classes is available. The list contains information for ordering cost-free materials and those for which there is a nominal fee.

Indiana State Board of Health
1330 West Michigan
Indianapolis, Indiana 46206
Malcolm McLelland, Director, Bureau of Administration & Development

Programs of the State Board of Health are designed to improve the health knowledge and skills of educators to deal effectively with health issues and problems which affect the school and community. A variety of consultive services and materials are available to schools.

Indiana State Museum
202 N. Alabama
Indianapolis, Indiana 46204
Curator of Education

A pamphlet on museum exhibits and a thirty-minute film on George Rogers Clark are available to schools in the State. Guided tours of the museum are offered to school groups.

Soil Conservation Service
Atkinson Square West, Suite 2200
5610 Crawfordsville Road
Indianapolis, Indiana 46224
Michael Price, Public Information Office

Each county has a district Soil Conservation Service office which offers many services to schools and teachers. Printed materials suitable for classroom use deal with topics such as soil erosion, nature study, pond ecology, etc. Conservationists are available to assist with the planning of outdoor laboratories and other outdoor classroom activities.

The Children's Museum
30th & Meridian
Indianapolis, Indiana 46208
Angie Woytinek, Assistant Director, Public Relations

The largest of its kind in the world, The Children's Museum offers tours for school classes Tuesdays through Fridays at 10:00 a.m., 11:30 a.m., and 1:00 p.m. Tours vary in length from one to one and one-half hours. Three tour formats are available: Things that Go, Images of the Museum, and A Look At Long Ago. A mobile museum will enhance the statewide outreach program in January, 1977.

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"Elements peculiar to American history and democratic ideology support efforts of educators to affect community relations. It seems both wise and proper to promote good school-community relations. Recent events mandate a more open approach to community relations if schools are to gain public confidence."
Richard W. Saxe: School-Community Interaction